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STATEMENT OF ACTIVITIES 1985-86

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION — 1987

State of Connecticut

William A. O'Neill, Governor

Board of Education

Abraham Glassman, Chairman
James J. Szerejko, Vice Chairman
A. Walter Esdaile
Warren J. Foley
Dorothy C. Goodwin
Rita L. Hendel
John F. Mannix
Julia S. Rankin
Humberto Solano

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

STATEMENT OF ACTIVITIES 1985-86

An Annual Report of the State Board of Education and State Department of Education

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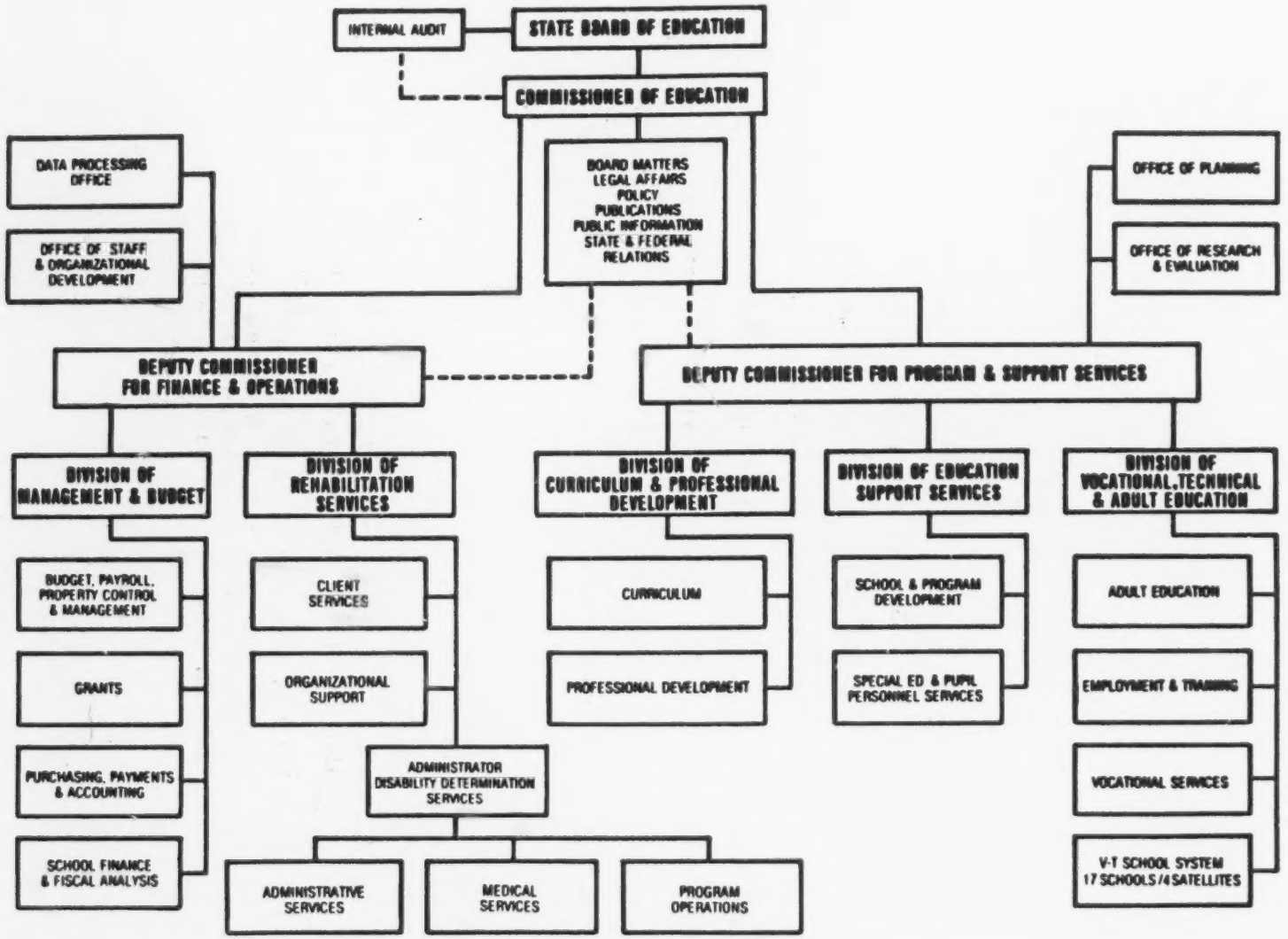
CONNECTICUT STATE DEPARTMENT OF EDUCATION



Among the topics to which the State Board of Education and its administrative agency, the State Department of Education, devoted significant amounts of time and effort during 1985-86 were the improvement of teacher salaries, revision of teacher certification requirements, and the administration of the Connecticut Competency Examination for Prospective Teachers (CONNCEPT). For students, the emphasis was on administration of the first statewide Grade 4 mastery tests in language arts and mathematics, development of mastery tests for Grades 6 and 8, and the expansion of opportunities in early childhood education, particularly for very young children deemed to be at risk of becoming educationally handicapped.

The board spent considerable time formulating a comprehensive definition of equal educational opportunity that encompasses the rights of all ages, birth through adulthood, to quality educational offerings.

Another major undertaking, completed during the year, was the development and adoption of a five-year comprehensive plan merging the goals and objectives of vocational, technical and career education with those of elementary and secondary education. Entitled *Design for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990,* the policy plan links the five-year goals and objectives directly to the board's seven goals for education in Connecticut and identifies the indicators of success by which progress will be measured. The first annual Action Plan for implementing *Design for Excellence* was put into effect during the months following the policy plan's adoption.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1985-86, the schools enrolled 475,473 students (K-12), including students attending the 17 schools in the State Vocational-Technical School System.

A nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for both young and adult learners.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General

Assembly. Chairman of the Board is Abraham Glassman, South Windsor, whose term continues to March 1, 1987. Other board members who will continue to serve until March 1, 1987, are A. Walter Esdaile, New Haven; Rita Hendel, New London; John Mannix, Wilton; and Julia Rankin, Ashford. Vice Chairman James J. Szerejko, Hartford, and Warren J. Foley, North Canaan, were reappointed in 1985 to serve until March 1,

Table 1
Department at a Glance

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Management and Budget	99	$ 2,321,967	$ 737,890	-	$ 107,263	$524,142,474
Rehabilitation Services	-	-	-	-	-	3,278,122
Data Processing	7	316,069	299,342	-	5,929	-
Staff and Organizational Development	14	426,086	50,868	-	-	-
Curriculum and Professional Development	37	1,249,826	315,019	$1,524,850	-	1,635,947
Education Support Services	19	774,320	198,790	42,233	-	142,216,473
Vocational, Technical and Adult Education	30	1,514,794	220,649	257,991	-	4,745,543
Vocational-Technical School System	1,488	38,510,547	7,777,453	-	904,314	-
Planning	4	187,206	37,700	-	-	98,483
Research and Evaluation	10	498,610	244,528	1,544,579	-	-
Commissioner's Office	20	745,507	497,393	-	11,863	2,346,500
Internal Audit	8	239,962	52,290	-	-	-
Total	1,736	$46,784,894	$10,431,922	$3,369,653	$1,029,369	$678,463,542

General Fund	$678,463,542
Federal Fund	$119,982,148
Department	$798,445,690

1989. Dorothy C. Goodwin, Storrs, and Humberto Solano, M.D., West Hartford, will also serve until March 1, 1989. Norma Foreman Glasgow, commissioner of higher education, is an ex officio member. The commissioner of education, who is the secretary of the board and the administrative head of the department, is appointed by the Board of Education.

Federal and Other Funds					
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Total
16	$ 489,402	-	-	$27,766,396	$ 28,255,798
349	11,407,228	7,125,741	28,207	-	18,561,176
1*	-	-	-	-	-
1*	-	-	-	-	-
7*	90,304	-	-	-	90,304
49	2,414,661	$ 2,387,578	$18,834	61,019,137	65,840,210
41	4,037,616	2,196,954	-	849,576	7,084,146
91*	-	-	-	-	-
3*	63,025	-	-	-	63,025
11*	87,489	-	-	-	87,489
6*	-	-	-	-	-
0	-	-	-	-	-
575	$18,589,725	$11,710,273	$47,041	$89,635,109	$119,982,148

* These positions are supported by funds reported in other operating divisions of the agency.

The seven goals of the board are:

I. To ensure equity for each child
II. To improve effectiveness of teachers and teaching
III. To improve skills for future employment
IV. To improve and expand adult education programs
V. To improve and expand early childhood programs
VI. To improve the quality of instruction and curriculum
VII. To report on the true condition of education in Connecticut

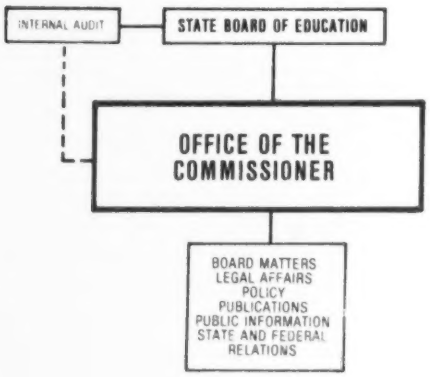
1985-86 Focus of the State Board of Education

Efforts to win support for legislation that would increase teachers' salaries and improve the standards of the profession culminated on June 6, 1986, with enactment by the General Assembly of the Education Enhancement Act. This legislation establishes a voluntary three-year program making state funds available to participating towns to raise minimum salaries of teachers within three years to $20,000 (or to $21,500 in towns where average household income exceeds the statewide average by 75 percent). The Act also makes funds available to participating towns to upgrade the pay of experienced teachers and to improve the teacher/student ratio. The same Act sets new standards for the teaching profession.

Other new legislation, advocated by the board and enacted by the General Assembly in 1986, establishes standards for granting adult education diplomas, programs to disseminate information on exemplary classroom projects, programs for student teachers and for beginning teacher support and assessment.

The planned reorganization of the department and a restructuring of the former Division of Vocational Rehabilitation were carried out during 1985-86. The retitled Division of Rehabilitation Services now consists of five bureaus. Three bureaus--Administrative Services, Medical Services and Program Operations--report to an administrator of disability determination services, while the other two bureaus--Client Services and Organizational Support--report to the director of the division.

The board's priorities--equity, quality and a full range of learning opportunities for all Connecticut's citizens from birth throughout adulthood--are exemplified in the programs and activities carried out by the board's operating agency, the State Department of Education. Achievements are reported by divisions or by staff offices within the two deputy commissioners' offices. The roman numeral(s) in parentheses after each achievement indicates the board goal(s) to which the activity relates most directly. In the case of agency accomplishments involving the collaboration of staff from several offices and divisions, the achievement is described in the section on the Office of the Commissioner.



The State Department of Education carries out, on a day-to-day basis, functions mandated to the board in *Connecticut General Statutes:*

> ...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the department. Functions performed by staff of the commissioner's office are Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations.

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the board, and records and documents board actions in accordance with state law. This office also informs department staff of board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state, and supervises department participation in

hearings, appeals and teacher-board of education conciliations and arbitrations. Staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to department staff, local school districts, parents and citizens. Oversight of the special education hearing system is also a responsibility of this office. Staff ensures that exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws. A parent who fails to obtain satisfactory resolution of a problem concerning special education at the local level may request that the State Board of Education provide a hearing or mediation.

Policy. Functions include assisting in the coordination and development of board and department policy; supporting the commissioner in carrying out such policies; enhancing the image of the department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the department.

Publications. This office is responsible for editing and producing department publications, providing consulting services to department personnel as they prepare materials for publication, and for maintaining the quality of the materials and publications issued by the department.

Public Information. This office coordinates all contacts between the media and the department and also responds to inquiries from the public, including calls to the Governor's Information Line. Staff members also develop materials for speeches, news releases, articles and department publications. This office also maintains a clipping service and assists with the distribution of publications.

State and Federal Relations. At the state level, this office assists with all department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the department's proposed legislation package through the General Assembly and also provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based, or regional, executive and legislative offices. To provide the board and the department with timely information regarding legislation and other actions that may affect education in Connecticut, staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements

- The staff of the Commissioner's Office and other agency personnel were instrumental in the enactment of the Education

Enhancement Act to increase teachers' salaries and improve the standards of the teaching profession. This legislation establishes a voluntary three-year program making state funds available to participating towns to raise minimum salaries of teachers within three years to $20,000 (or to $21,500 in towns where average household income exceeds the statewide average by 75 percent). The Act also makes funds available to participating towns to upgrade the pay of experienced teachers and to hire teachers for schools where the teacher/student ratio needs to be improved. The Act also sets new standards for the teaching profession, including a three-tier system of teacher certification, an alternate route to certification, and the testing of prospective teachers.

- Other legislation, enacted by the General Assembly in 1986, that will impact on education and on the work of the department, establishes standards for granting adult education diplomas, programs to disseminate information on exemplary classroom projects, programs for student teachers and for beginning teacher support and assessment.

- *Design for Excellence: Five-Year Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990,* adopted by the board in December 1985, clearly states the objectives and indicators of success that will guide department staff each year as they prepare action plans for implementing the goals and objectives. The plan went to the Governor and General Assembly in February 1986 and was subsequently distributed statewide to educators and the general public.

- Under the mastery testing legislation adopted last year, the department tested all 4th grade students in October 1985 to measure their performance in mathematics and language arts (reading and writing) against standards established by Connecticut educators. Districts received complete reports on their students' performance so that they can provide further diagnosis and additional instruction as necessary.

- At six sites across the state, the department initiated the Young Parents Program, providing funding to help school districts establish or maintain programs with day-care components for students who are parents.

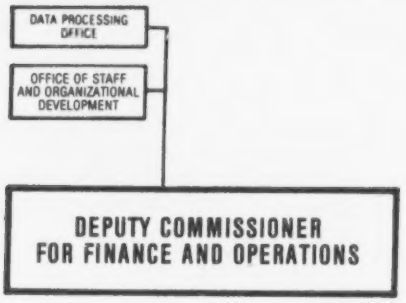
- Among its interagency activities, the department was instrumental in the establishment of a computerized resource data bank containing information on 416 providers of programs and services for children from birth through five years of age who are handicapped or at risk.

- The first statewide evaluation of bilingual education programs was completed, providing substantial information about the programs, the populations served and the program outcomes.

- The Institute for Teaching and Learning offered more than 80 one- and two-week summer sessions, which attracted 1,800 teachers, and sponsored five conferences during the year on the themes of adolescence, reading, thinking skills, testing and early childhood education, with approximately 500 participants at each conference.

- For agency professional staff, the department developed and implemented an evaluation process that correlates with board goals and objectives and completed a comprehensive evaluation of all professional and managerial staff.

- During 1985-86 the department published five issues of *Challenge Update,* a widely circulated newsletter containing a message from the Commissioner and presenting the viewpoint of Connecticut educators about current issues while they are being debated.


DATA PROCESSING OFFICE
OFFICE OF STAFF AND ORGANIZATIONAL DEVELOPMENT
DEPUTY COMMISSIONER FOR FINANCE AND OPERATIONS

Two of the department's four staff offices--the Office of Data Processing and the Office of Staff and Organizational Development--report to the Deputy Commissioner for Finance and Operations. Both offices provide services that contribute to the efficient operation of the agency and its five divisions, making it possible for them to accomplish the board's educational goals.

Data Processing. This office provides computer services for the entire department. The staff is responsible for the acquisition of computer hardware and software, and for the maintenance, enhancement and support of all department computer programs and systems.

The staff coordinates computer resource management and application development (both data processing and word processing) as well as training, and holds one or more computer fairs each year to introduce department staff to the equipment and software that is available. Staff members monitor major projects and provide the automation resources and support to help the department meet its management goals.

Office of Staff and Organizational Development. This office has responsibility for the coordination of all agency personnel functions and assignments including evaluations, training and development of agency staff. It also has the obligation to ensure that all personnel are treated equitably as part of the agency's affirmative action plan and state and federal labor relations laws and regulations.

The personnel unit assists agency personnel in the development and processing of all personnel actions including hiring, promotion and retirement. Staff members coordinate recruitment, assignment and training of classified and unclassified personnel, administer the annual evaluation of all department personnel, administer the department's labor relations, coordinate staff development and training activities and maintain all vital records.

The affirmative action unit is responsible for the development and implementation of the State Department of Education's affirmative action plan pursuant to Connecticut General Statutes 46a-68. The staff

reviews all personnel actions to ensure equal employment opportunity, trains department staff in fair employment practices, processes internal affirmative action grievances and coordinates with the Commission on Human Rights and Opportunities on discrimination complaints filed against the department.

Major Achievements

Data processing program and system developments that have impacted on department operations and on public education include:

- refined the automation of grants processing, teacher certification, affirmative action, rehabilitation services, payroll and attendance records.

- instituted EZ MAIL to allow telecommunication with local school districts; department personnel can now communicate with each other by WANG office mail.

The Office of Staff and Organizational Development had primary responsibility for the following accomplishments:

- Established a professional staff evaluation process that correlates with the board's established goals and objectives and allows merit pay for significant achievements.

- Designed a promotion review system for professional staff that provides for evaluation of accomplishments and determines the appropriate course of action in promotion considerations.

- Completed a comprehensive evaluation of all professional and managerial staff.

- Conducted a needs assessment for training of department support personnel.

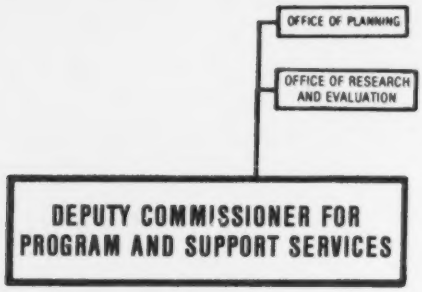
- Prepared a comprehensive Affirmative Action Plan that was adopted by the board in June 1986.

- Established a process for monitoring all unclassified position appointments to ensure conformance with the established objectives of the Affirmative Action Plan.

- Streamlined the department's process for responding to the Commission on Human Rights and Opportunities on complaints.

- Developed equal employment opportunity training modules for use in staff training.

- Established an Employee Advisory Council on Affirmative Action.



The Office of Planning and the Office of Research and Evaluation report to the Deputy Commissioner for Program and Support Services.

Office of Planning. The staff coordinates activities related to the State Board of Education's five-year plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990.* The office is responsible for long-term planning related to programs and services provided by the department and also serves as a base for ad hoc departmental committees convened to address educational issues, particularly issues which have implications for several divisions of the agency. Staff responsible for the Program Compliance Review (PCR) process, required by both state and federal legislation, is housed in this office.

Office of Research and Evaluation. The Office of Research and Evaluation (ORE) performs a series of functions in the areas of assessment, testing and evaluation, data collection and analysis, and research services. Through this research and evaluation capacity, the office provides department staff, Connecticut educators and citizens with the information needed to direct and operate the public elementary and secondary schools of the state. The office prepares information regularly and on request, in forms useful to state and local policy makers and program managers. This includes research findings, program evaluations, policy analyses, reports on department activities and on the condition of education in the public schools. Additionally, ORE has designed and implemented several large-scale testing and assessment systems to provide information on the competence of students and prospective teachers. The work of the office relates directly to the seven State Board of Education goals for public education.

Major Achievements

The Office of Planning assumed primary responsibility for the following activities:

- Prepared a new five-year policy plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary,*

Vocational, Career and Adult Education, 1986-1990, which the board adopted. The policy plan summarizes the board's long-term goals and short-term objectives and presents measurement criteria (indicators of success), an analysis of cost implications and a description of the annual cycle for action planning and progress reporting.

- Developed the first annual action plan for implementing the policy plan. The *1986 Action Plan* provides extensive detail on the agency's administration of programs, major activities, with estimated completion dates and costs, and anticipated outcomes.

- Reviewed nine state and federal programs in 46 school districts, two unified school districts and three regional educational service centers, following the department's coordinated Program Compliance Review (PCR) process.

- Completed revision of the department's Cooperative Agreement among the divisions of Curriculum and Professional Development; Education Support Services; Vocational, Technical and Adult Education; and Rehabilitation Services, to clarify each division's responsibilities regarding provision of services to individuals with disabilities. The Cooperative Agreement was disseminated to school superintendents, directors of special education, rehabilitation facilities personnel, state advisory councils on special education and on vocational education, State Department of Education staff and others who provide or broker services to persons with disabilities. (Board Goal III)

- Developed *Transition From School to Work: A Resource Manual for Practitioners and Parents of Students with Disabilities* and distributed the manual to educators, employers, rehabilitation personnel and parents. (III)

- Assisted with the preparation of the Birth to Three Interagency Committee report, recommending to the Commissioner of Education and the heads of nine other agencies serving "at risk" children and their families that Connecticut should move toward a comprehensive service delivery system and calling for the creation of an interagency administrative structure, program standards and a data reporting system. (IV)

- Established a computerized resource bank containing information on 416 providers of programs and services for children from birth through five years of age who are handicapped or at risk. (IV)

- Provided Interdistrict Cooperative Grants to assist 45 school districts to plan or implement cooperative approaches to achieve breadth and depth in educational programs in a cost-effective way. Approaches that were being investigated or tried during

1985-86 were sharing of teachers and facilities, use of telecommunications, and development of common policy and curricula. (I)

Highlights of the accomplishments of the Office of Research and Evaluation are as follows:

- Reported on the first statewide evaluation of the state bilingual education program and initiated individual program evaluations for three state-mandated grants: Summer School, Time-on-Task, and the Interdistrict Cooperative. (I, VII)

- Prepared a report to the board on racial imbalance. (I, VII)

- Managed a study to determine the optimal way to gather dropout information from local school districts. (I)

- Gathered and analyzed data on minority students and staff, nonpublic schools, and graduate follow-up activities of public and nonpublic school students. (I)

- Conducted an in-depth research study of the variables associated with the outplacement rates of seriously emotionally disturbed children. (I)

- Administered the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) in both the fall and the spring to 1,021 prospective teachers. (II)

- Conducted data analyses of CONNCEPT results and summarized for the board. (II)

- Prepared for board approval a plan for phasing in the certification testing of prospective teachers in the areas of subject knowledge and professional knowledge by spring 1990. (II)

- Designed and implemented in six communities a pilot teacher induction project, titled the Connecticut Beginning Year Teacher Support and Assessment Program, that includes the training of mentor teachers and peer assessors. (II)

- Published Connecticut Assessment of Educational Progress (CAEP) summary report in science and initiated test development work on measures of foreign language and industrial arts. (III, VI, VII)

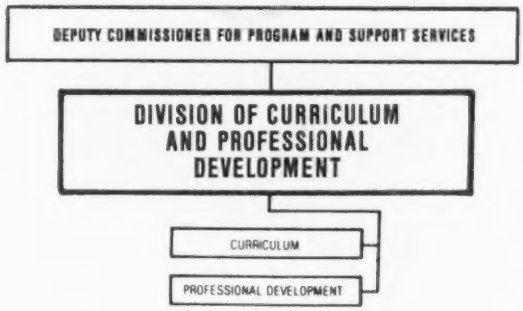
- Published handbooks for teachers for the Grade 4 mastery test in mathematics and in language arts. (VI)

- Prepared a report on courses taken by the graduating senior class of 1984. (VI, VII)

- Administered the first statewide Grade 4 Connecticut mastery test and developed and administered the Grade 6 and Grade 8 pilot tests. (VII)

- Prepared Connecticut data for state and national dissemination and for advisory committees studying early childhood, educational equity and other topics. (VII)

- Developed statistical indicators for the Comprehensive Plan. (VII)


DEPUTY COMMISSIONER FOR PROGRAM AND SUPPORT SERVICES
DIVISION OF CURRICULUM AND PROFESSIONAL DEVELOPMENT
CURRICULUM
PROFESSIONAL DEVELOPMENT

Who is teaching and what is being taught--perhaps the most important elements in the teaching-learning process--are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to raise teacher and administrator competency.

The activities of the Bureau of Curriculum reflect increased emphasis on curriculum content and sequence, graduation requirements, the common core of learning that can reasonably be expected of all high school graduates, and the relationship of the curriculum to testing. The Bureau of Professional Development focuses on improving teacher salaries, implementing the certification requirements, instituting competency testing of teachers, attracting able individuals to the education field, recognizing outstanding teachers and continuing in-service training for educators.

Bureau of Curriculum

Professional staff members provide consultative services and information concerning the subjects taught in the state's public schools with the purpose of improving the quality of instruction.

Curriculum development. To assist local school districts to provide legally mandated "planned, ongoing and systematic programs of instruction," specialists in the curriculum areas of the arts, foreign language, language arts (including reading, writing, speaking and listening), mathematics, physical education, science and social studies provide consultation and materials. They frequently hold local, regional or statewide workshops, meetings or conferences on topics of interest and concern to those attending. Consultants also respond to requests from individual school districts for assistance and serve as a resource to other State Department of Education units, state agencies and the public.

Early childhood education. Consultants in early childhood education have expertise about the development of children from birth

until they are ready to enter the lower elementary grades. The staff, though limited in number, seeks to ensure that all of the state's young children have access to quality learning experiences before they enter first grade. Serving both public schools and day care centers, staff members encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities and administer two grants:

- the State Implementation Grant (which supports efforts to realize interagency cooperation to meet the needs of young handicapped children) and

- the Preschool Incentive Grant (which supports training, technical assistance and service to benefit handicapped children aged three to five).

The staff also establishes criteria for and administers the licensure and approval of educational components of the early childhood education programs in public schools and day care centers. Additionally, members of the staff assist local school districts in developing and implementing extended day kindergarten programs.

Elementary and secondary school approval. The staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform with standards established by the State Board of Education. Administration of the approval process also is the responsibility of this unit.

Home instruction. In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. The staff monitors implementation of department guidelines and approves processes used by local boards of education which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools.

Nonpublic school liaison activities. The staff in this unit is responsible for communication between the State Department of Education and nonpublic school officials and for administration of a voluntary approval process for individual schools. Other responsibilities are providing parents with information about nonpublic schools and maintaining records of closed schools.

Learning Resources and Technology. Staff members of this unit provide technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and television in instruction. They also administer the department's instructional television service, selecting and scheduling

programs for broadcast to the schools by Connecticut Public Television, and each year publish a guide to the programs for distribution to the schools. Another function is to encourage cooperation among the State Department of Education, local school districts, regional educational service centers, cooperative library service units and the State Library.

Bureau of Professional Development

The focus of the bureau's activities is on improving the performance of the state's teachers by strengthening preservice and in-service teacher education and certification practices.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher training. The staff also assists individual districts in the preparation of their professional development plans which are required by law. In addition, this unit administers the "Teacher of the Year" program to encourage and recognize excellence in teaching, and the "Celebration of Excellence" program, which identifies and disseminates information about exemplary curriculum projects and provides recognition for the teachers who designed them.

The programs of The Institute for Teaching and Learning, initially offered in the summer of 1984, have proven extremely popular. About 3,000 teachers applied for the 600 available spaces at the first teacher and administrator institutes. In 1985, an appropriation of $1.53 million enabled the department to triple the number of participants. Another increase in funding, to $2.5 million for 1986-87, allowed The Institute to plan and schedule 139, 20-hour summer sessions for 3,100 teachers during the summer of 1986 and a series of conferences during the 1986-87 school year that will focus on mathematics, language arts, and cognition and instruction.

Teacher preparation program approval. The staff of this unit works with the staff of teacher preparation programs in the colleges to address issues concerning standards for teacher preparation program approval, certification requirements and in-service training for school personnel. The unit is also responsible for the approval process by which the state's 14 teacher preparation programs undergo self-evaluation and for on-site evaluation by external visiting teams.

Certification. This unit is responsible for issuing to eligible teachers and administrators the certificates necessary for employment by local school districts. An annual survey of the certification of all education employees subject to certification ensures that all school personnel hold appropriate certificates and that local districts comply with state statutes and regulations concerning certification.

Major Achievements

The accomplishments of the Division of Curriculum and Professional Development relate particularly to State Board of Education goals II, V and VI.

- Reviewed and approved five-year plans for professional development submitted by local school districts in compliance with the statutory requirement to develop five-year plans for ongoing and systematic professional development. (II)

- Offered, during the summer of 1985, more than 80, 20-hour professional development sessions for the state's teachers in the areas of early childhood, writing, arts, language arts, mathematics, science, social studies, thinking skills and supervision. (II)

- Presented, during the 1985-86 school year, a series of conferences on adolescence, early childhood, reading, testing and thinking skills, with approximately 500 teachers attending each conference. (II)

Table 2
Division of Curriculum and Professional Development
Resources

	General Fund				
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	2	$ 71,397	$ 1,133	-		
Bureau of Curriculum Bureau Chief Curriculum Development Early Childhood/ School Approval Learning Resources and Technology	21	745,759	256,860	-		
Bureau of Professional Development Bureau Chief Certification/Teacher Preparation Program Approval Professional Development Plans and Programs	14	432,670	57,026	$1,524,850		
Division Total	37	$1,249,826	$315,019	$1,524,850		

- Continued to purchase services from the Educational Products Information Exchange (EPIE) which provides up-to-date evaluation of computer software programs for education. The EPIE information is made available to local school district staffs through the regional educational service centers. EPIE materials may be photocopied at minimal cost. (VI)

- Worked with the Office of Research and Evaluation to disseminate the results of the first administration of the Connecticut Examination for Prospective Teachers (CONNCEPT), skills tests in reading, writing and mathematics for prospective college majors in education. (II)

- In cooperation with the Office of Research and Evaluation, developed items for the pilot 6th and 8th grade mastery tests, standards for mastery and remediation, and manuals for test coordinators and examiners, and analyzed and disseminated the results of the 4th grade test. (II)

- Wrote four teacher handbooks on 6th and 8th grade mastery testing in language arts and in mathematics. (II)

(continued on next page)

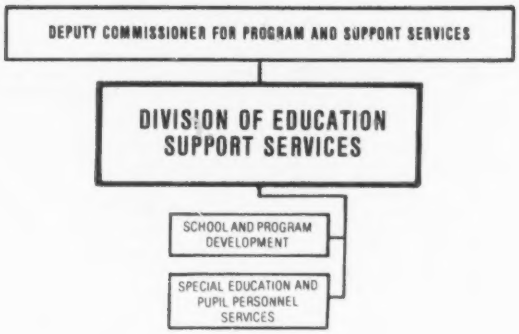
	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	-	-			
	3	-			
	4	$90,304			
	7	$90,304			

- With the Department of Higher Education and Wesleyan University, sponsored a second conference on teacher preparation to explore the role higher education can play in efforts to improve teaching. (II)

- Implemented regulations to allow individuals who are not certified as teachers to serve as athletic coaches for school teams.

- In cooperation with the Office of Research and Evaluation, developed highlights and summary reports for the Connecticut Assessment of Educational Progress (CAEP) science assessment. Local education agencies and professional organizations in science, among others, can use the results to improve instruction in science. (VI)

- Developed and conducted the first "Celebration of Excellence" program, which identified and disseminated information about 60 exemplary curriculum projects designed by 75 selected teachers. (II)


DEPUTY COMMISSIONER FOR PROGRAM AND SUPPORT SERVICES
DIVISION OF EDUCATION SUPPORT SERVICES
SCHOOL AND PROGRAM DEVELOPMENT
SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

The Division of Education Support Services includes the Bureau of Special Education and Pupil Personnel Services and the Bureau of School and Program Development. This division is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs, and for increasing school effectiveness. Division activities include approving special education programs in private schools, ensuring that exceptional children and their parents are afforded their rights under the law, and providing assistance to local school districts which elect to pursue a school-based educational improvement program.

Bureau of School and Program Development

The activities of the bureau cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations. Many of the services are federally funded in full or in part.

Administration of Chapters 1 and 2 of the Education Consolidation and Improvement Act. Chapter 1, Compensatory Education, provides local school districts with funding to benefit low-achieving children, including the children of migratory workers, and institutionalized, neglected and delinquent children. In 1985-86 over one million dollars was awarded to institutions serving neglected and delinquent children and young adults under age 21 in correctional institutions.

Chapter 2, Education Block Grants, is divided into three subchapters: (A) basic skills instruction; (B) improvement and support services, including textbooks, instructional materials and equipment; guidance counseling and testing; staff and management development; and voluntary desegregation, and (C) special projects, including arts in education, health and environmental education, gifted and talented, community and career education.

For 1985-86, $5,571,299 in Chapter 2 federal funds were awarded Connecticut. Approximately $4.5 million in entitlement grants were sent to local school districts for use in any of the subchapter purposes. In addition, funds were available for competitive grants, race desegregation, and the regional educational service centers.

Education Evaluation and Remedial Assistance Act (EERA). State funds provided through EERA are another responsibility of the bureau. In 1985-86 local school districts were awarded over $40 million in compensatory education grants which supported supplementary programs in remedial mathematics, reading and language arts; also bilingual and English as a Second Language (ESL), and preschool and guidance projects.

School development. Through the School Effectiveness Program, this unit helps individual schools to develop and implement action plans for school improvement based on recent research-based findings about school and classroom effectiveness. Schools that volunteer to participate are offered a three-year commitment and a state facilitator who guides the school through a process of needs assessment, planning, implementation and evaluation. During 1985-86, 14 elementary schools from eight school districts participated in the program.

Bilingual education and equity. Bilingual education must be provided by schools with at least 20 pupils who share a dominant language which is not English and who have demonstrated limited English proficiency. In 1985-86, nearly 11,000 students in Connecticut were eligible for bilingual education programs; more than 94 percent of them were Spanish-dominant.

In addition, this unit seeks to enhance the range and quality of instructional programs for all students regardless of dominant language, race, national origin or sex. Consultants function as program managers responsible for developing and implementing programs that are mandated, or allowed, in state and federal legislation; they monitor for compliance with state and federal laws and regulations that are applicable, and assist local districts to improve educational opportunities for students with special needs. Consultants often organize statewide, regional and local workshops and conferences on equity issues.

Child nutrition. Staff in this unit administers several federally funded child nutrition programs through which the U.S. Department of Agriculture reimburses school districts, units of local governments, and certain private nonprofit organizations which comply with federal regulations in providing meals for children. In addition, information about foods and nutrition is provided for children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training Program.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and public school students. The council is comprised of

27 students in grades 10-12 from school districts selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

Law-related education program. This program is a cooperative effort involving the Connecticut Bar Association, the Office of the Attorney General, and the Connecticut Consortium for Law-Related Education. The purposes are to strengthen civic and legal education in grades K-12 in Connecticut's schools by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

Bureau of Special Education
and Pupil Personnel Services

The focus of the Bureau of Special Education and Pupil Personnel Services is to improve the quality of special education instruction and student support services by (a) providing direct technical assistance to local education agencies (LEAs), public agencies and private schools educating handicapped students; (b) monitoring to ensure compliance with statutory requirements; (c) mediating disputes between school districts/agencies and parents; (d) administering due process and complaint procedures; and (e) distributing federal entitlement and discretionary funds to school districts/agencies for the provided purposes.

Compliance review program. Monitors school district and state agency policies and procedures to ensure compliance with state and federal special education laws and regulations. Provides technical assistance to and investigates private schools seeking special education program approval and provides recommendations concerning approval to the State Board of Education.

Due process. Provides mediation and schedules formal hearings to ensure the due process rights of handicapped children and their parents under state and federal laws and regulations. Receives, investigates and acts on complaints involving special education matters.

Federal programs. Distributes entitlement funds under federal Public Laws 89-313 and 94-142 to school districts and eligible agencies to assist them in providing supplementary special education and related services to handicapped children. Assists in the granting or contracting of state-share and other discretionary funds under P.L.

94-142 for the Special Education Resource Center operating contract, the Special Study Institutes contract under Part D, EHA and the RFP grants for special education and promising practices.

Program development/technical assistance. Develops guidelines for the provision of education and related services to handicapped and gifted/talented children. Provides technical assistance to school districts/agencies in the provision of educational and related services to handicapped and gifted/talented children.

Student support services program. Primarily concerned with the developmental, preventative and remedial services available within general education. Develops guidelines and reviews and evaluates LEA program operations in school psychology, social work, health, guidance and counseling services.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and may reside in foster homes.

Table 3
Division of Education Support Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	3	$119,406	$ 20,639	-		
Bureau of School and Program Development Bureau Chief Child Nutrition Compensatory Education Equity Programs School Effectiveness Student Programs	9	351,988	54,559	-		
Bureau of Special Education and Pupil Personnel Services Bureau Chief Program Development Student Support Services	7	302,926	123,592	$42,233		
Division Total	19	$774,320	$198,790	$42,233		

Major Achievements

- A recruitment drive for the school breakfast program was launched. The implementation schedule is to reach 55 schools in the coming year. Participating in the program will ensure that children who are in greatest need will have a chance to get a nutritious breakfast at school. (Board Goal I)

- More than 1,100 applications for funding through state and federal grant programs were reviewed, approved and monitored for compliance with provisions of enabling legislation and regulations. (I, II)

- The State Student Advisory Council on Education (SSACE) actively supported the passage of legislation to raise teacher salaries. (I, II)

- The SSACE developed a position paper on the proposals being considered by the Common Core of Learning Committee. (I, II)

- Approximately 5,000 pupils were enrolled in 21 programs funded under the Summer School Incentive Grant. (I)

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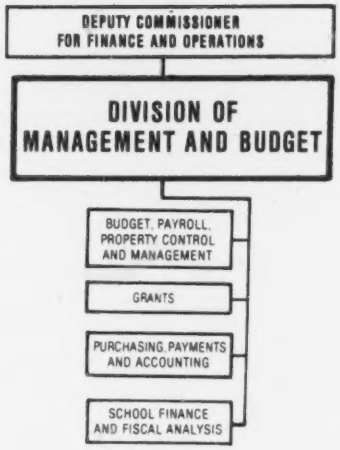
	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	1	$ 39,905	-	-	$61,019,137
	25	1,220,160	402,608	8,834	-
	23	1,154,596	$1,984,970	$10,000	-
	49	$2,414,661	$2,387,578	$18,834	$61,019,137

- The Young Parents Program was initiated in six sites across the state. The program provided funding to help school districts maintain or establish programs with day-care components for students who are parents and need additional support in the public schools to continue their education. This is a first for Connecticut. (I)

- The School-Based Child Health Services Project was implemented. This project provides a viable method of recovering costs incurred by local school districts when providing health-related services for handicapped students identified in need of special education. (I, II)

- The first statewide evaluation of bilingual education programs was completed. The evaluation covered the 1984-85 school year and provided substantial information regarding the program and population characteristics and indicators of program outcomes. (VI)



This division provides systems and services to support the State Department of Education's financial functions and to enhance the agency's effective management and operation. Disbursements for the agency amount to nearly a billion dollars a year.

The Division of Management and Budget is organized in three functional units and one bureau.

Bureau of Grants

The services provided by the bureau ensure that local school districts and other state education agencies receive their proper share of state and federal grants-in-aid.

Data acquisition and verification. This unit is responsible for collection, verification and dissemination of revenue expenditure and other data from local education agencies and state and federal agencies. Verification is accomplished through frequent contact between bureau staff and school district personnel, through fiscal analysis, and through audit.

Grants calculations and analysis. This unit calculates grant awards in accordance with state and federal laws and regulations and also develops budget projections for various grants and entitlements. The agency has made significant advances in data processing and the computerization of grants calculation. The bureau also develops grant application forms.

Process and quality control. This unit is responsible for reviewing all grant calculations and entitlements to ensure compliance with statutory requirements. Grant payments are monitored in accordance with procedures established by the United States Auditor General.

School facilities. Responsibilities of the school facilities unit are threefold. First and foremost is the accurate and timely calculation and payment of school construction grants in accordance with Chapter 173 of the General Statutes. Second is the provision of statistical information required by the State Department of Education to evaluate the grants program. The third responsibility is to provide school districts with accurate information about the program and their specific project grants. Activities include ensuring that school buildings meet health, safety and fire code standards; reviewing building specifications for economy and utility; approving plans for the construction, alteration and renovation of school facilities;

Table 4
Division of Management and Budget
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	5	$ 190,853	$149,305	-	$ 88,025	-
Budget, Payroll, Property and Control, Management Systems Budget Management Systems Payroll Property and Control Stockroom	24	539,530	531,953	-	7,087	-
Purchasing, Payments and Accounting Accounting Internal and External Payments Purchasing	48	990,176	22,300	-	10,705	-
Bureau of Grants Processing Bureau Chief Calculation Data Acquisition and Verification Quality Control School Facilities--Calculations School Facilities--Programs	22	601,408	34,332	-	1,446	-
Division Total	99	$2,321,967	$737,890	-	$107,263	-

collecting and distributing cost, technical and procedural information on all municipal and regional projects receiving state grants.

Major Achievements

- Developed a Teacher Salary Grant proposal which resulted in a major piece of legislation (Education Enhancement Act) affecting teachers' salaries statewide.

(continued on next page)

	Federal and Other Funds				
	Posi-tions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
	-	-			-
	-	-			-
	3	-			-
	13	$489,402			$27,766,396
	16	$489,402			$27,766,396

- Incorporated into computer simulations the key initiatives proposed by the Education Equity Committee for the Teacher Salary Grant.

- Fully implemented all 1985 state legislation.

- Revised completely the data collection process for the Education Equalization Aid grant.

- Improved the data processing capability so that the Bureau of Grants Processing can enter and verify critical information on the Education Equalization Aid grant by October each year.

- Presented two workshops on the Education Equalization Aid grant.

- Revised the department account code structure to make it compatible with the State Comptroller's new Statewide Accounting System (SWAS).

- Designed an integrated attendance payroll system that incorporates the requirements of the Statewide MSA Payroll System.

- Implemented

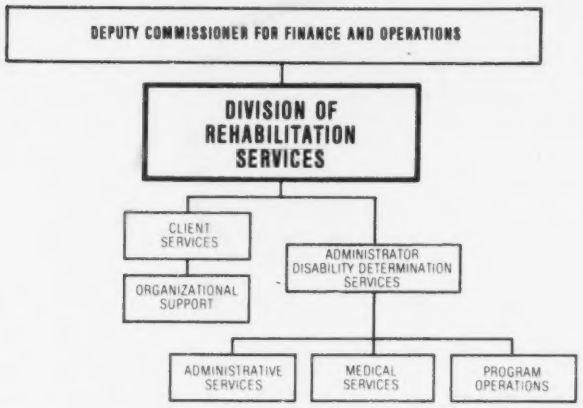
  -- the Asbestos Abatement Program mandated by the 1985 General Assembly;
  -- the State Agency Appropriation Accounting System (SAAAS);
  -- a new cash management system for federal grants;
  -- an open cash balance system to collect grant balances;
  -- an automated personnel attendance system.

- Developed management reports for budget monitoring.

- Developed a telephone inventory system.

Relationship to
Board Goals

The fiscal and administrative services provided by the Division of Management and Budget, while not easily related directly to the seven educational goals of the board, are indispensable to the functioning of the agency and the achievement of those goals by the agency and its four other divisions. The Office of Management and Budget administers the income and expenditures, state and federal, that support the activities of the divisions and bureaus responsible for curriculum, instruction, professional development, testing, special services and all other aspects of quality and equality in educational opportunity. One of the division's major functions is to allocate and distribute 95 percent of the Department of Education's budget funds to the local education agencies that operate the schools in which the teaching and learning is actually taking place.



The Division of Rehabilitation Services functions to restore persons with disabilities to productive work and independence through a program of rehabilitation services administered in accordance with state and federal legislation.

The division provides individuals with a wide range of services including vocational guidance, counseling, training, independent living services and job placement. The staff also administers a program to determine the eligibility of applicants for benefits under the Social Security Disability Act of 1954, as amended.

Disability Determination Services

In accordance with federal law and Social Security Administration regulations, the Bureau of Disability Determination Services adjudicates claims to determine eligibility for cash benefits from the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

Program operations. To determine the eligibility for disability benefits, the staff documents and analyzes medical vocational evidence submitted in support of individual claims.

Medical services. To assure timely and accurate documentation of the extent and vocational implications of each claimant's disability, staff processes medical evidence of record and establishes the medical eligibility of claimants for benefits.

Administrative. Staff provides the support services necessary for the implementation of program goals, including fiscal operations,

staff development, quality assurance and data collection and dissemination. The Disability Hearings Unit ensures claimants due process prior to denial or termination of benefits.

Bureau of Organizational Support

The Bureau of Organizational Support coordinates the division's program planning, evaluation, research, human resources development and medical consultation activities. Through the use of federal/state grants, cooperative efforts with other agencies, and the provision of technical assistance, the bureau fosters the development of new or the expansion of existing services to clients.

Program Planning and Development. Personnel coordinate the preparation of state and federal planning documents, administer a federal/state grants program, provide technical assistance in the development of innovative programs, develop cooperative agreements with other agencies and disseminate information from research and program evaluation activities.

Program Evaluation. Staff coordinates data collection and monitoring of client and program outcomes. Personnel also conduct quality assurance activities relating to case recording, case reviews, and caseload management.

Human resource development. Staff coordinates the recruitment, selection, orientation, and training of staff, and maintains library and media services.

Medical consultation. Personnel coordinate the recruitment and selection of qualified medical personnel, monitor the quality of medical reports, and provide training to staff and medical consultants.

Consumer affairs. Staff coordinates client advocacy/outreach and the division's Consumer Advisory Council, responds to client inquiries and oversees appellate procedures.

Bureau of Client Services

The Bureau of Client Services provides direct, individualized services to clients. Staff administers the state-federal programs of vocational rehabilitation and independent living for persons with disabilities in accordance with state and federal laws and regulations. Working through a statewide network of rehabilitation facilities and workshops, the bureau promotes the development of new, or expansion of existing services to clients.

Independent living. Staff coordinates the provision of comprehensive independent living services to increase the functional independence of severely disabled persons not currently eligible for

the vocational rehabilitation program and works closely with vocational rehabilitation counseling staff.

Facilities. Staff coordinates the purchasing and monitoring of services to clients by offering rehabilitation facilities and workshops throughout the state, and provides assistance concerning program expansion and development to the staff of rehabilitation centers.

Casework consultation. Personnel provide consultation and technical assistance to district office staff on unusual or extraordinary issues relating to the specific service needs of individual clients, and on contracts for medical, psychological, architectural and engineering consultants.

Placement. Personnel provide consultation and coordination to develop strategies to place clients in employment commensurate with their skills and interests.

Major Achievements

The accomplishments of the Division of Rehabilitation Services relate particularly to State Board of Education Goal III--to improve skills for future employment--and also to goals I and IV.

- Reorganized and restructured to increase the division's operational effectiveness, efficiency and accountability. Its name change, from the Division of Vocational Rehabilitation to the Division of Rehabilitation Services, more accurately reflects the division's comprehensive missions of vocational rehabilitation, independent living and Social Security disability determination.

- Provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 16,328 persons with physical or mental disabilities. Of the total number of clients served, 2,216 were rehabilitated. (III)

- Received more than 26,000 claims for Social Security Disability Insurance and Supplemental Security Income benefits and adjudicated 24,246 of these claims. The average processing time was 81.6 days.

- Received approval of a budget option to provide cognitive and vocational adjustment training to clients with traumatic brain injuries. (I, IV)

- Developed a cooperative agreement with Services for the Blind to insure that deaf/blind clients receive appropriate individualized rehabilitation services. (I, VI)

- Integrated fiscal and program data on a newly installed WANG VS85 system and expanded the available data base for program planning and evaluation.

- Strengthened linkages with local education agencies to allow a smooth transition between school and work for disabled students through

  -- a legislated pilot project to expand vocational rehabilitation services in secondary schools in four Hartford area towns;

  -- cooperation with Project Test, a two-year pilot project in six Hartford area towns to develop individual "transition plans" for disabled students;

  -- participation in the planning and implementation of three "Pathways to Employment" conferences which resulted in the development of regional needs assessments for transition assistance.

- Initiated, with the Departments of Mental Health and Mental Retardation, a joint effort to coordinate case planning, management and funding to increase the cost-effectiveness of service delivery and to enhance work alternatives for clients of these agencies.

Table 5
Division of Rehabilitation Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director						
Disability Determination						
Planning, Evaluation and Training						
Rehabilitation Services District Offices						
Division Total						

- Initiated the development of state regulations to strengthen the legal base of the division's service delivery system.

- Continued a strong commitment to job placement through representation on the Governor's Policy Academy to develop supported work sites for developmentally disabled individuals, and through membership on the board of the Corporation for Supported Employment.

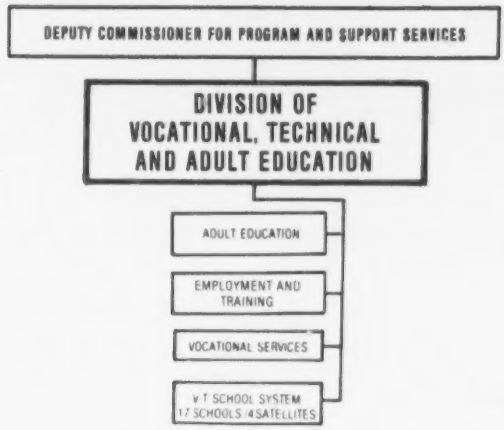
- Awarded grants to eight nonprofit agencies to establish transitional and/or supported employment sites for clients within business and industry.

- Hired staff to develop and implement an independent living service delivery system to increase the functional and vocational potential of severely disabled individuals.

- Secured the services of a rehabilitation engineer to provide consultation regarding environmental modifications and adaptive aids that will enable clients to function more effectively in their homes, communities and at their work sites.

- Generated a case development profile which assists counselors to meet casework standards, increase efficiency and reduce paperwork.

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	11	$ 399,327	$ 37,900	$28,207	
	161	5,040,966	6,290,191	-	
	15	665,000	92,000	-	
	162	5,301,935	705,650	-	
	349	$11,407,228	$7,125,741	$28,207	


DEPUTY COMMISSIONER FOR PROGRAM AND SUPPORT SERVICES
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
ADULT EDUCATION
EMPLOYMENT AND TRAINING
VOCATIONAL SERVICES
V-T SCHOOL SYSTEM 17 SCHOOLS / 4 SATELLITES

The Division of Vocational, Technical and Adult Education is comprised of the Vocational-Technical School System and three bureaus devoted to adult education, employment and training, and vocational services.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Development (GED) or high school equivalency program, and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical School System

The state's Vocational-Technical School System consists of 17 regional vocational-technical schools and four satellite operations. The schools' mission is to provide intensive occupational-specific training below the associate degree level. This equal opportunity program is offered for youth and adults in collaboration with business, labor, and community groups in preparation for the demands of the 21st century.

Academic instruction is provided to ensure that students will be career-directed and will possess communications, problem-solving and citizenship skills which allow them to be productive, adaptable, and satisfied individuals. The goal of the regional vocational-technical schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 44 occupational areas. Although the primary population served is high school students who receive both an academic program and trade training, adults participate in postgraduate and adult programs.

Curriculum and teaching. Staff consultants provide direction and consulting services for academic programs and the 44 trade programs offered in the schools.

School services. Consultants offer assistance and direction concerning guidance, special education, remedial reading, bilingual education, Chapter 1 program and psychological services provided in the schools.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Post-technical extension programs, primarily for individuals who are registered apprentices, are carried on in cooperation with the Connecticut Apprenticeship Council which sanctions apprenticeship training in the state. Evening Trade Extension classes meet the needs of a variety of students. The schools also provide supplementary classes designed to provide additional training or upgrading for persons employed in a trade or health field, and offer trade preparatory classes to prepare individuals for employment in a trade or related field. In addition, courses for lifelong learners are offered in many schools.

Building operations and maintenance. Staff is responsible for managing all renovations and new construction for all the schools in the system.

Bureau of Adult Education

The objective of the Bureau of Adult Education is to improve the availability and quality of education and training for adults.

Education for basic skills. The staff develops programs and provides technical assistance to help communities meet the educational needs of out-of-school youth and adults including adults who have not completed 12th grade, adults who have not completed 8th grade, non-English-speaking adults, and other adults who need vocational and occupational training.

High school equivalency program. Staff administers the General Educational Development (GED) examination. In 1985-86, 6,482 state residents took the examination; as a result 4,068 received high school equivalency diplomas. During fiscal year 1986, a procedure was implemented for awarding an honors State High School Diploma as a means of recognizing academic excellence. During 1985-86, 257 honors diplomas were issued.

Program and school approval. Staff is responsible for approving private occupational schools and their programs. As mandated in the Connecticut General Statutes, approval involves considerable program monitoring and evaluation. Monitoring the Private Occupational School Student Protection Fund, administering the Student Benefit Fund, and

approval and monitoring of public and private school driver education programs are also mandated responsibilities.

Veterans' education. This unit is responsible for approving educational programs; veterans and other eligible persons can receive benefits only when they attend approved programs. Staff also maintains liaison with the U.S. Veterans Administration; transmits approvals and reports of visitations to schools; evaluates applications for new programs at approved schools; participates in seminars and meetings with state and national groups and periodically issues school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers two programs which serve to prepare disadvantaged out-of-school youth and adults to enter the work force: the sex equity provisions of the Vocational Education Act; and the Methods of Administrators for Civil Rights Compliance.

Jobs for Connecticut Youth (JCY). JCY continued to demonstrate the importance of focusing on coordination and collaboration in the planning and delivery of services for at-risk youth. The initiative involves representatives from local business, industry, education, labor and public service organizations. They are organized into six Area Action Teams (AATs) responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication and engender community support. During the 1986-87 program year, 1,621 at-risk youth participated in basic skills and vocational training programs at an average cost of $429 per participant. Staff from the division assisted local personnel in coordinating the use of the federal, state, and local resources available.

Job Training Partnership Act (JTPA). The Employment and Training Bureau staff administers the State Education Coordination and Grants program authorized under the federal Job Training Partnership Act. Staff members work with a broad spectrum of local agencies in planning, designing and conducting a variety of programs to provide training and services to disadvantaged Connecticut residents. Program efforts during 1985-86 focused on basic skills, dropout prevention and occupational training for hard-to-serve populations.

Sex equity coordination. Staff activities are designed to increase the access of males and females to the full range of vocational and career options available and, based on the personal talents and interests of students, to eliminate traditional sex stereotyping in vocational choices. The staff manages a displaced homemaker program which provides support services, including vocational counseling and prevocational training, and administers federal grants

which provide, for local school district staff and students, in-service programs to eliminate sex bias.

Methods of Administration (MOA). The Bureau of Employment and Training administers the agency's methods of compliance with the civil rights regulations which are binding on the State of Connecticut. The agency carries out its responsibilities through a combination of on-site reviews and desk audits to determine if vocational programs are operating in compliance with federal civil rights laws, including Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Bureau of Vocational Services

The Bureau of Vocational Services provides a wide range of services to assist local school districts to provide high quality vocational education programs.

Curriculum and program development. The staff develops, updates and disseminates vocational curriculum and guidelines for quality vocational programs, including special services and activities for disadvantaged and handicapped students. Specialists--in the subject areas of business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance--work closely with professional and business associations and higher education institutions to maintain the quality of vocational education instruction and to provide both preservice and in-service professional development activities for professional staff.

Exemplary vocational programs and practices. Staff administers a program which funds research, exemplary programs, and curriculum development projects designed to improve the delivery of vocational programs and to increase participation in vocational education. Information about successful vocational education program practices in the state is identified and disseminated.

Vocational education program compliance. Staff provides technical assistance to all local school districts, institutions, contractors, or others who receive vocational entitlements or grants under state and federal legislation. Staff members help recipients prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants and special projects, as well as arrangements for collaborative programs. The primary concern is the quality of vocational education. On a regularly scheduled basis, staff evaluates up to 20 percent of all entitlement programs in a process which includes on-site visits and a written evaluation.

Vocational student organizations. Staff coordinates the activities of seven vocational student organizations, including an

active membership of more than 9,000 students: the Connecticut Council of Vocational Student Organizations (CCVSO); American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), and Vocational Industrial Clubs of America (VICA).

Activities include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to maintain relevant, up-to-date vocational instruction in local high schools.

Major Achievements

The diverse activities of the Division of Vocational, Technical and Adult Education relate to five of the seven board goals.

- Enhanced and expanded the program for gifted and talented students in the vocational-technical schools. (Board Goal I)
- Conducted an extensive study of the basic skills needs for vocational-technical school students. (II, III)
- Installed a computerized student management system for the vocational-technical school system that facilitates record-keeping and reporting functions such as filing federal reports, scheduling classes, keeping attendance and report cards. (II)
- Provided 80 workshops, seminars, conferences and graduate courses for local school district vocational education teachers in 11 vocational program areas. (II)
- Provided local, regional and statewide teacher training and professional development workshops and institutes for adult education teachers. (II)
- Received the United States Office of Education Secretary's Award for an outstanding bilingual vocational training program. (II)
- Designed improved teacher certification criteria to recruit more qualified individuals to teach undereducated adults. (II)

- Implemented a professional development plan for the 1,200 staff members of the vocational-technical schools and instituted an administrative fellowship program. (II)

- Conducted a comprehensive evaluation of several vocational-technical school trade programs that led to the development of new programs, e. g., Signal and Communications, Medical

Table 6
Division of Vocational, Technical and Adult Education
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	8	$ 198,665	$ 69,777			
Bureau of Community and Adult Education Adult Education/Basic Skills High School Equivalency Program and School Approval Veterans' Education	16	397,328	63,443			
Bureau of Employment and Training	0	-	14,360	$257,991		
Bureau of Vocational Services Curriculum and Staff Development Program, Evaluation and Approval Sex Equity Coordination Student Support Services	6	148,978	73,069			
Regional Vocational-Technical Schools	1,457	38,510,547	7,493,198		883,826	
Vocational-Technical School Administration Superintendent Buildings and Maintenance Curriculum and Teaching Student Services	31	769,823	284,255		$20,488	
Division Total	1,518	$40,025,341	$7,998,102	$257,991	$904,314	

Assistant, to better serve the current needs of business and industry. (III)

- Held conference, cosponsored by the vocational-technical schools and the Bureau of Adult Education, on improving vocational services for bilingual adults. (III)

(continued on next page)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	4	$ 122,156			$849,576
	4	85,821	145,842		
	5	306,455	119,130		
	22	1,126,794	$ 22,500		
	84	2,121,162	1,663,019		
	13	275,228	246,463		
	132	$4,037,616	$2,196,954		$849,576

- Cosponsored with Central Connecticut State University the 7th Annual Work-Internship program. (III)

- Expanded the JCY initiative to include coordination with other state agencies engaged in the delivery of services to at-risk youth. (III)

- Completed a two-year program of technical assistance to the staff of the Private Industry Councils (PICs) in the development of their Youth Competency Systems for use in their respective service delivery areas. (III)

- Initiated legislative changes to establish minimum standards for the adult high school diploma program. (IV)

- Developed legislative proposals (enacted June 1986) to permit child care, transportation, security, and staff development as eligible costs. (IV)

- Developed requirements that all adult education programs provide counseling services. (IV)

- Expanded the GED home study model. (IV)

- Developed a computerized data base capable of quantifying and analyzing adult education enrollments and fiscal information. (VII)

- Instituted a GED honors diploma to recognize individuals with exceptional scores. (IV)

- Made 25 vocational equipment grants. (VI)

- Conducted 14 formal evaluations of adult education programs. (VI)

- Monitored program and instructional changes in four adult education programs evaluated previously. (VI)

- Sponsored the first Industrial Arts/Technology Education Vendors' Workshop. (VI)

- Awarded Vocational Improvement Practices (VIP) awards to 17 secondary and six postsecondary educational programs. (VI)

- Developed the Industrial Arts/Technology Education Assessment-CAEP at the 12th grade level in the areas of lithography, drafting and small engine repair. (VI, VII)

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